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ABSTRACT

This handbook, designed to assist a beginning Head Start caregiver, includes guidelines for planning and organizing class activities in order to meet the individual child's needs and interests. First, the document outlines some effective ways for dealing with discipline problems, planning classroom sessions, encouraging the child's self-selection of activities, and working with parents. Then it lists various self-selected activities a child might choose to participate in and describes the caregiver role in each. Presented are activities in the areas of art, block-building, games, housekeeping, playdough, science, waterplay, woodworking, mealtime, cooking experience, active play, field trips, rug time, favorite stories, and finger plays. (MP)

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HANDBOOK for CAREGIVERS

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And Away We Go!

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Working with Children

INTRODUCTION

You are going to be a Head Start Caregiver! You have just taken a most exciting and rewarding assignment. Most days will be stimulating and busy; however, there will be days that are frustrating and tiring. On these days you will grow as a person, as well as in your understanding of young children.

Are you asking yourself, "Can I do a good job?" Working successfully with children is a job in which you are constantly learning and growing. We hope this booklet will give you guidance and confidence as you begin your growing process.

How do we feel about children in Head Start? What do we want for them? We want each child to like himself and to believe that he can do things successfully. A word for this feeling is confidence. We know that children are better able to learn and to get along with others if they have confidence. How can we help them gain it?

First, we need to accept and care for each child as he/she is. This would include children with different behaviors, whether they are shy or aggressive, loud or quiet, leaders or followers, verbal or non-verbal. It means accepting children with different appearances: clean or dirty, cute or plain, black or white. They are persons you will learn to enjoy and care about. Some children are easier to care about than others. Those who are not appealing to you are the ones you will need to spend special time with to learn to know them. When you know someone you see special qualities in them and overlook their shortcomings. As a child feels acceptance, he/she will blossom into a more appealing person.

You help a child gain confidence by planning activities in which he/she can experience success. This means that you will help plan activities which meet his individual needs and interests. By praising a job well done, you give him/her a reason for liking himself/herself. By carefully listening to what each child has to say, you tell the child that his/her ideas are important to you.

Confidence is gained when a child is given a chance to experience new things and succeed in them. We want our Head Starters to discover their world:

To try things they have not tried before.
To visit places and people that are new to them.
To reach out and touch, smell, taste and see their total environment.
To feel that learning is fun and that school is a pleasant place to be.

You and all adults in the room are the ones who help build this confidence in children. By working in small groups of not more than 4 or 5 children (we seldom do things in large groups), you will be able to give the attention a child needs. By being positive towards each child, you will encourage him/her to grow. Feelings are hurt when we say:

"Quit crying--only babies cry."
"What is it?"
"You can make a better house than that."
"John knows how to count--why can't you?"

Small children are like turtles. If they are hurt too many times, they are afraid to come out of their shells and try again. We are careful to like each child for what he/she is.

DISCIPLINE

Your confidence and feelings about your role are easily shaken when discipline problems arise. Some days you will feel disappointed in the child's behavior and upset by your response. Get some coffee, sit down and think back over the day's happenings. When and why did the trouble start? Are there changes you can make to prevent a reoccurrence?

A child's behavior is affected by many factors:

1. Are there troubles at home he/she is worried about? A little extra attention and physical comforting may make the child feel more secure.

2. Could the child have been tired, hungry or sick? An individual snack or rest period might have helped. If the child was not well, he/she should have been sent home.

3. Was the child frustrated because he/she did not succeed at planned activities or in social contact?

   A non-verbal child may be prone to the use of physical means of getting attention.

   Future planning should take into consideration individual needs so the child can succeed.

4. Were you well prepared for today? Your frustrations are sensed by the child and affect his/her feelings of security.

5. What was your response to the child's behavior? Children:

   - -- Respond to limits best when a reason is given.
   - -- Prefer to be given a choice rather than a command.
   - -- Listen best to a calm, soft voice accompanied by eye and body contact.
   - -- Get down on their level. Put an arm around them.

6. Are your limits and expectations clear and consistent? Limits and consistency offer security.

7. Does the room or schedule of the day need to be rearranged?

8. Were there non-verbal ways you could have limited the behavior? Misbehavior at the lunch table by two children can be stopped by physically placing yourself in the middle.

The psychologist will give you help in handling children with special problems. Planning sessions give you an opportunity to clarify your role in working with this child. Ask questions and offer your observations.

"A Guide to Discipline" by Jeannette W. Galambos and distributed by the National Association for the Education of Young Children, so impressed us that we feel you should obtain a copy. Copies of this publication may be ordered from the Publications Department, National Association for the Education of Young Children, 1834 Connecticut Avenue, N. W., Washington, D. C. 20009, at $1.25 a copy.

PLANNING SESSIONS

Each day time is allowed for the team to evaluate today's activities and make plans for tomorrow. As you gain confidence and know each other better, planning sessions will be more successful. Do not be afraid to offer your ideas and observations about the day. If you have questions, ask them. Team planning works only if all members participate.

Effective planning sessions are dependent upon detailed record keeping. Your written observations will be shared concerning a child's interest, needs, behaviors, and abilities. Your notes may also include ideas for new materials or activities. Records give a basis for evaluating today's activities and guidance in planning to meet individual needs tomorrow.

Recordings concerning individual children are saved as a record of a child's growth. Each should include his/her name, date, and offer specific information. Example:

September 27 -- Self-selection -- Corrie working with felt letters recognizes many letter forms, sorts letters according to color.

September 27 -- Committee time -- John painted random numbers on painting 2 - 5 - 7 - 3.

September 28 -- 20 minute trip to library for storytelling -- Steve not attending to stories or fingerplays. Moves around the group. Looking out window. Lies down.

September 28 -- Active play -- Outside, Sue runs with feet turned out and knees in.

September 28 -- Self-selection -- Julie moves from one activity to another. Stands and watches others. Did not participate.

September 28---Block---Jim "Me can't know how."

Tomorrow's plans are written down so that you can refresh your memory in the morning and check back when needed during the day. They should be detailed enough so another person can understand your plans.

1. Do you know your specific responsibilities?

   Which committee you will work with and its objectives?
   Whether you will be in charge of rug time.
   Which centers you involve yourself in at self-selection time?

2. Do you know which materials are needed and who is responsible for collecting them?

3. Do you know what behaviors are expected of the children?
   What special techniques are to be used with individual children?

4. Do you know what recordings you will be collecting?

SELF SELECTION

A part of each day is devoted to self selection. This is a time when a child is free to select materials that meet his own interests. He is free to use them in any way which is not destructive or does not interfere with the work of others. To some people, this appears to be "just play". Remember that a child's play is his work. He is learning new skills and practicing old ones through the materials he selects and the roles he acts out.

Self-selection time is also a valuable part of the day for teachers. You do much more than police behavior. It provides an opportunity to make written observations regarding a child's interests, skills and behaviors. It gives you a chance to interact with as many children as possible on an individual basis.

Sit down and help Jim work a jigsaw puzzle.
Get down on the floor to listen to a child in the block area.

The following pages include various activities a child might choose to participate in during self-selection and your role in those activities.

BUILDING ORIENTATION

Learning to work effectively with the people and resources in your center will make you feel better about your job. This checklist includes things you will want to find out about your center.

1. What is the layout of your building? Where are the bathrooms and active play areas?

2. What procedures do you follow to remove the children from the building during a fire or a fire drill?

3. What can you rightfully expect from the custodial staff if there is this service? Know what cleaning is expected from you.

4. Can you get supplies for cooking directly from the cook? How much notice does she need? What time does she have your meals ready and what time does she want the dirty dishes back?

5. How do the children arrive at the center? A chart quickly tells you which children walk, ride certain buses, or come with their parents. You will help the children learn their individual means of arrival and departure.

6. What procedure do you follow if a child is injured? Where are first-aid supplies kept?

7. Where are the art materials and other consumable supplies stored? How do you go about getting the ones you need?

8. Find out how you are to record the time you arrive and leave the center.

9. Locate your mailbox and place where daily notices are posted.

10. Whom do you notify if you are ill and cannot come to work? How early must you call so that plans can be changed or a substitute can be called?

11. If you are to use the following equipment, learn to operate them. Record player, tape recorder, film or slide projector, stove or ovens, ditto machine, laminating machine.

12. If there is a library, what procedures do you follow for checking out books What "goodies" are in the library?

13. Learn the names and jobs of the people in your building.

Working with Parents

WORKING WITH PARENTS

When parents bring their child to Head Start, they are allowing you to become an influence on their child. This is a big step for parents to trust an outsider to become an important part of the child's day, and to help in the shaping of a life. It will take work and cooperation on your part to meet this trust. You and the parents will need to learn to work and plan together to meet the needs of the child.

How do you learn to work together? First, you need to know each other! In Head Start, parent meetings offer a chance to become acquainted on a social basis. It is important that you attend these meetings and make an attempt to meet and greet all parents. We accept and respect children as they are; this is also true of parents. It is hard for some parents to take part in social gatherings. You can help them feel comfortable and accepted by visiting with them and introducing them to others.

Another opportunity to get to know each other is through home visits! Home visits give you a chance to understand a child's background and to share in identifying the child's needs and planning for these needs. This is the parent's chance to get to know you as a person in his/her own territory.

When parents visit your center, they want to see where and how the child is spending his day. They may be unsure if they are welcome and of what they can do to help. You should greet them at the door. Do learn their first names--they will feel more at ease. Parents in the classroom become teachers too as they interact with small groups or with individual children. They will gain skills in working with children and learn new ways of doing things. If you were expecting a parent to visit, specific plans would have been made involving the parent in activities. If you did now know a parent was coming, you would have to improvise such as:

"We are listening to a story on the rug. Please join us."
"Your son is in the housekeeping area. Would you like to join him for snack?"

Always take time to thank the parent for helping.

The relationship between you and the parent will continue to thrive if you keep in mind some common courtesies:

1. Arrange home visits in advance. Few enjoy unexpected company.

2. Keep your visit unhurried but brief. Listen to what the parent says so you will understand his/her feelings and ideas.

3. Special knowledge you gain on your visit or from the center should be kept strictly confidential. Keep information concerning children and families private.

4. Accepting the parent as he/she is may mean that you will need to keep your personal feelings, expressions, and reactions out of the situation. Most of us do not like advice or ideas forced on us.

5. Be aware and appreciative of parents' attempts to contribute to the center program.

Example: If a parent shows interest in helping set up the aquarium, be sure you help plan for this.

6. Follow through on any commitments you have made to the parent.

   Example: If a parent expresses the desire for materials to use at home, get them ready for the next day.

7. The telephone or notes are good ways to share a child's successes. It is also courteous to let them know how Susie got the bump on her head.

CHECKLIST ON PARENT INVOLVEMENT

1. Do you know who will greet and welcome the parent to the classroom?

2. Do you know the first names of parents in your room? This is more personal than saying, "Jeff's mother".

3. Do you know what specific tasks and directions you will give them during their time in the classroom? If you do not know a parent is coming to the room, you may have to improvise.

4. Do you know what you will do if a child starts misbehaving while his parent is there? If the behavior is inappropriate for the room, you should handle the situation as you would at any other time.

5. Do you know what to do if a parent is speaking very negatively about the child? Can you change the subject or make it more positive or is there a place that is private where you can go? It is easy to forget that children overhear and are influenced by what they hear.

6. Do you know what community services to refer parents to for special needs? If a parent comes to you in need of food, what can you do? Do you send them to a Parent Involvement/Social Services person for help? Do you need to know which services your community offers?

7. Do you know what items are available in the parent room?

8. Do you know that verbal praise of their efforts is helpful? Show a positive interest in the parent as a person. Home visits provide knowledge of personal things to chat about.

9. Do you know the interest and talents of the parents? Perhaps a musical father could help with the rhythm band. Maybe a grandmother would plant flowers and vegetables with the group.

10. Do you know your obligation to keep all information about the child and his family confidential?

Art

ART

In the art center, the children:

- -- Develop small muscle and eye-hand coordination as they work with the materials.
- -- Gain a sense of accomplishment through individual creations.
- -- Follow simple directions.
- -- Stimulate observation through the use of their senses. (feeling, seeing, hearing, smelling, tasting)
- -- Grow in independence.
- -- Are given an appropriate outlet for their emotions.
- -- Are given a chance to create at their own level of interest and ability.
- -- Gain awareness of detail.
- -- Become aware of letter forms and some skills necessary in writing.

Children will feel free to create if you offer them a variey of materials and are accepting of their work. Four-year-olds will first explore and manipulate new materials. Susie will be fascinated by watching paint flow from her brush to the paper; there will be no form or design as she plays with and explores the paint. As Susie gains control of her motions, chance forms or designs appear. A story explaining her creation comes after her work is completed and is brought up to please the adult who is waiting to hear about the picture. Later Susie will start a painting with an idea in mind--"An apple tree." The completed painting may not be recognizable but it is Susie's way of expressing an apple tree. Be accepting of a child's art expressions and do not impose adult standards for her work. Next in Susie's development will be the stage of making identifiable forms or designs.

Crayons are familiar to most Head Start children but other art supplies may need a brief introduction. Teach the children what steps are necessary in preparation for use of art materials. Stress proper clean up and care.

- -- Example: Protect table surfaces with newspaper before using magic markers.
- -- Magic markers are stored with caps on to prevent their drying out.

After a child has had a chance to explore new media, such as finger paints, help the child discover new techniques. What effect can the child get by using the knuckles or heel of his hand? Check daily to see that familiar art supplies are available and fresh. Mixed paint that has set overnight may need extra water.

A child selects from available art supplies those he/she wants to work with. Help him/her put on an art smock to protect clothing and find sufficient space for the work. Children are to do their own work. Do not do it for them. Be sure each piece is labeled with his/her name.

As work is finished, the child will want to show it to you. You may ask him/her to tell you about the work but do not ask, "What is it?" The child's comments can be printed, showing that his/her ideas are important. (Your printing and spelling will be imitated - practice makes perfect). If the child wants to display his/her work, help find a place for it.

A child working in the art center needs early warning of clean-up time. Unfinished projects can be saved to be completed later.

Written observations are made concerning: creativeness, small muscle coordination, attention span, language development and interests.

Block Building

BLOCK BUILDING

In the block area, the children:

- -- Grow in the use of language as they interpret their goals and actions.
- -- Increase large and small muscle coordination.
- -- Experiment with size, shape and space relations as they build with blocks.
- -- Are motivated to create.
- -- Learn to work cooperatively with others.
- -- Use problem solving techniques as they plan and arrange the blocks.
- -- Act out adult roles appropriate to their creations.

Many children only have realistic toys such as dolls that talk and cars with batteries. It may be hard for them to work with toys that require creativity. You may need to model ideas and safety practices as you work in this area.

The block area will be a safe and satisfying area to work in if limits are clearly understood by the children.

- -- They may build blocks only as high as their head. Structures exceeding this limit fall easily and the blocks can hurt others.
- -- They may knock down only the structures that they have built.
- -- Blocks and other toys are kept in a certain area so as not to interfere with the activities in the room.
- -- We limit the number of children in this area according to available floor space.

As the children plan and arrange the blocks, they may need ideas. Structures such as tunnels, bridges, ramps, garages, towers, rockets, and other buildings can be built by using blocks on edge, on end or flat. Help the child explore all possibilities of construction.

Children enjoy dramatizing familiar experience along with their creations such as:

- -- A trip to a car wash.
- -- A fire or train station.
- -- Men constructing a road or building.
- -- Cars racing at a track.
- -- A visit to a zoo or farm.

Additional props can add much to their role playing. Help collect:

- -- Small cars, trucks, people, animals, army men, hats, doll furniture, trains, empty boxes, road signs.
- -- Manipulative toys such as tinker toys and toy maker can be included in his area.
- -- Containers of pebbles, buttons, or spools to be transported in trucks.

Some children may be interested in measuring or weighing various blocks. They may enjoy the challenge of trying to build a structure exactly like one you have completed. Remember to start with a simple structure of 4 - 5 blocks and progress to more difficult ones. They may work hard at sorting blocks according to size and shape for storing.

As children work and role play in this area, you can help them increase their language comprehension by including such words and their meanings in your conversation.

Over	Under	Inside
Outside	Small	Smaller
Smallest	Between	Next To
In Back Of	In Front Of	Long
Longer	Longest	Short

Games

GAMES

Games improve intellectual skills of recall, counting, recognition of shapes, colors and members. Children also:

- -- Increase attention span.
- -- Learn to cooperate with others as they take turns and share materials.
- -- Learn to follow verbal directions.
- -- Increase vocabulary by identifying objects and materials.

Before presenting a game to the children, you will need to understand the rules and purpose of the game. Sometimes the rules need to be changed to fit the skills of the children. You will keep the game simple by giving a few clear directions.

Emphasis on the need to win is a frustrating experience for most four-year-olds. Each child should be encouraged to better past performance. Remember to emphasize improvement rather than winning.

As the game progresses, you guide the children in fair play by reminding them of the rules and the need to take turns. By giving individual attention, you help a child attend to the game. By verbalizing what you do as you take your turn, you add to language and concept skills. Give a child a chance to play for himself/herself by offering your help only when needed.

Children need to learn how to take care of the equipment in our rooms. Games may need a special place for storage since they have such small parts and are of no use if these parts are lost. The children should count the game parts and check the floor before putting the game away.

Your written observations about the children at the game table will be used in future planning and evaluation.

- -- David had trouble keeping his marker on the path of the game. (Eye-hand coordination)
- -- Michelle is distracted by the noise and actions of those working around her. (Attention span)

Housekeeping

HOUSEKEEPING AREA

In the housekeeping area, the children:

- -- Practice sharing with other children.
- -- Learn to organize play around a role selected by the group.
- -- Have a chance to make friends.
- -- Have a chance to act out roles of people with whom they are familiar such as mother, father, doctor, grocery clerk.
- -- Develop conceptual skills as they read labels on grocery shelf or count out silver for dinner.
- -- Practice and increase oral language skills.
- -- Gain confidence as they learn to take part in group play.

As you enter the housekeeping area, you may notice that the children need ideas on which to build their play. You can suggest roles the children might dramatize but be careful not to take over the activity.

1. Grandma is coming to visit. Let's get the babies dressed and dinner started.

2. The baby is crying. Can you feed (rock, change) him?

3. The doll clothes or dishes are dirty. Shall we wash them?

4. I'm hungry! Would someone fix me something to eat?

5. Let's dress-up and go to town.

6. Let's go on a trip to grandma's. What shall we take in the suitcase?

7. Oh, we're having company and our house is a mess! (Clean cupboards, sweep floor, wash dishes, pick up clothes)

The conversations of the children will give you ideas for other roles that could be dramatized in the housekeeping area. You will help to gather and set up equipment and pictures needed to act out these other familiar roles.

1. Grocery store — cash register, money, shelves, sacks, aprons, empty cans and boxes, newspaper ads, display charts.

2. Doctor and nurse — stethoscope, white aprons and caps, band-aids, hand lotion for medicine, patients table, bed, clean tongue depressors, flashlights.

3. Restaurant — menus, pictures of food and prices, pad and pencils, aprons, trays, kitchen utensils, table service, food supplies.

4. Circus — animal costumes, clown suits, old Halloween or dance outfits.

5. Clothing store — hangers and racks for dress-up clothes, variety of shoes and hats for men and women, mirrors, jewelry, cash register, money, sacks, shelves.

6. Beauty shop -- rollers and pins, hair dryer, hair tape, clean combs and brushes, perfume, cologne, old electric razor, nail polish and files, cash register, money.

7. Dentist -- disclosing tablets, mirror, brushes, paste, bibs, white uniform, chair, trinkets for cooperative patients.

In each center, certain limits of behavior have been set. You need to become familiar with the limits and remind the children of them.

-- How many children may use the area at one time?
-- Is the doll carriage restricted to a specific area?
-- Can water and playdough be brought into the center at any time?

The conversation in this area will give you an abundance of language samples that you will write down. Later as you evaluate and plan, these written samples indicate a child's level of development.

-- "Me going to store," said John.
-- "I ain't got none of those," (apples) stated Jane.
-- "1 - 2 - 3 - 4 babies," counted Jill.

Playdough

PLAYDOUGH

When working with playdough, the children:

- -- Develop small muscle coordination.
- -- Develop eye-hand coordination.
- -- Have a chance to be creative.
- -- Are able to experiment with shape and relative size.
- -- Work at their own levels of ability.
- -- Learn to share and work with others.
- -- Have an opportunity to manipulate the dough.

Playdough may be a completely new experience for some children. They will want and need to just manipulate a mass of dough. They will pound, poke, twist, roll, squeeze the dough. Later you will be able to introduce new ways in which playdough can be used.

1. Make prints in playdough by using carpet or fabric samples, wires, hands, potato mashers, screws, nails, letter or shape forms, etc.

2. Make foods such as cakes with pegs for candles, cupcakes, fruits, vegetables, cookies or pancakes. We have found that cookie cutters are fun but used alone limit a child to realistic forms.

3. Make forms and faces on a flat surface. They are easier to control rather than trying to make them stand up.

4. Roll out worms to be used to form letters, numbers or shapes.

5. Make villages or roads to be used by cars and people.

6. Introduce math concepts, such as cutting a ball or roll of dough in halves and quarters. Making 10 balls of dough of various sizes to be arranged from smallest to largest.

7. Allow the children to help prepare and knead the playdough.

You will have a chance to introduce new words at this activity by describing the actions or products of your work or the child's.

pound	sticky	whole
smash	soft	half
squish	long	quarter
roll	short	poke
flatten	little	twist
	big	

Knowing ahead of time what limits of behavior have been set will make you more comfortable as you manage this activity.

-- Are the children allowed to use the playdough in other areas of the room?
-- What specific items can be used at the playdough area?

As always we encourage the children to clean up after themselves.

-- Wipe oil cloth or pressed boards.
-- Store playdough in air tight container.
-- Sweep up playdough on the floor.
-- Store playdough accessories such as cars, pegs, cutters, dishes, people in separate containers.

Science

SCIENCE

In the science center, the children:

- -- Are encouraged to be curious about their environment and explore it with all their senses.
- -- Become aware of natural beauty.
- -- Increase their learnings about living things.
- -- Practice problem solving techniques (being encouraged to ask "why" and to find the answers).
- -- Are introduced to reference books as a source of information.
- -- Increase their vocabulary and language skills as they relate their experiences.

Science is a natural part of a program for young children. A child wants to know about things he/she sees, hears, touches, smells and tastes. A child continously observes, inquires, manipulates and generalizes about the environment. We encourage explorations and help find answers to questions.

Young children explore the basics of many topics in science. The animal world has a high level of interest. Let the children observe a pet in the classroom. Encourage a discussion of the pet's color, the way it moves, what it looks like, the way it feels, what it is doing, what sounds it makes, how it sleeps, and how it is different from other animals. Decide on routines for the care, cleaning and feeding the pet. Increase vocabulary by using names of mother and baby, homes of animals, and body parts.

The plant world also affects children. They enjoy planting seeds and bulbs, and look forward to the results. Planting may be done in large pots and individual cups. Be sure to label plants with pictures, names, and seed samples. If planting in individual cups, plant a few extra so everyone has a growing plant to take home. It is convenient to have potting soil available at all times so children can plant seeds saved from snack or brought from home. When seeds or plants go home, it is helpful to send instructions for planting and care.

Children become aware of measurements when a chart is kept on plant growth. Development of roots and leaves may be watched by planting seeds on moist cotton or in clear cups. Magnifying glasses are useful in studying various plant parts or differences in seeds. By observing plants outside, children become aware of how seasonal changes and weather affect living things. (How do trees look at different seasons? Why do few flowers grow in the winter?)

Children want to know about the earth on which they live. They can help collect rocks, bones, shells, seeds, nuts, nest and feathers. Some children will simply explore and manipulate the collections. Other children will identify and want to read about them in reference books.

Waterplay

WATER PLAY

In the water play area, the children:

- -- Begin measuring and estimating.
- -- Are introduced to new words.
- -- Become a part of a group and learn to share.
- -- Discover what will float and what will sink.
- -- Can study water in combination with items (flour, salt, sugar, dirt, sand, soap, paint)
- -- Enjoy and relax as they manipulate the water.
- -- Improve small muscle and eye-hand coordination as they pour water from one container to another.
- -- Work with water in various forms (liquid, solid, steam).

Water play provides fun and enjoyment for children. It is readily available and can be used in and out of the classroom. Some discovery activities to try are:

1. Wash the tables and chairs.
2. Waterpaint the sidewalks or building with brushes.
3. Experiment with color by adding food coloring.
4. Wash and rinse the doll clothes.
5. Set up a car wash for the block area vehicles.
6. Blow bubbles.
7. Wash the dolls with bar soap.
8. Match temperature of 2 pans of water with sense of touch or thermometer by adding ice or hot water. (needs careful observation)
9. Practice filling bottles with water to a specific line marked with polish or a rubber band.
10. Count cups of water needed to fill various containers.
11. Mix water with other substances as dirt, flour, soap, tempera.
12. Chart those objects that float or sink.
13. Experiment with various utensils and equipment that will not break (measuring spoons and cups, egg beaters, squeeze bottles, funnels, baster, plastic tubing, straws, sponges, strainers or sprinklers).

Knowing what limits have been set allows those in this area to be more comfortable. Adults and children should be aware of these limits.

- -- How many are allowed at this activity?
- -- What utensils and equipment may be used?
- -- What specific area is used for water play?

Arranging children around tubs so they have adequate room helps eliminate spills. Encourage the children to clean up spills as they happen with mops or sponges. Remind them that water is to be poured inside the tub, providing a tray or paper to place objects on for drying indicates to the children that the activity is over. Decide on a plan for dumping the water; tubs may be too heavy for the children to handle.

You will have a chance to introduce new words to their vocabulary by modeling these words:

cold	warm	wet
moist	damp	drip
full	half full	empty
spray	sprinkle	slippery
dissolve	pour	dry

Woodworking

WOODWORKING

In the woodworking area children:

- -- Are given an appropriate means of releasing energy by cutting and hammering.
- -- Develop eye-hand and small muscle coordination as they gain skill in using tools.
- -- Become aware of measurements by using a ruler.
- -- Act out adult roles.
- -- Are given a chance to succeed as they create.
- -- Gain new labels for actions and tools.
- -- Practice in problem solving as they decide how and what to build.

To help the children be creative and experience success, you will have to resist the temptation to "make something" for the child rather than offering support as he creates for himself. His work is an individual creation. Not all creations are representative but may take on a collage appearance.

Tools chosen for this project should be realistic, and appropriate size: a hammer, screwdriver, saw, plane, ruler, and sandpaper block. A child cannot succeed with toy tools. Soft wood (such as pine) allows the child to pound nails and saw with ease. There will be nails with large heads to match eye-hand coordination abilities. Clamps attached to the workbench hold wood tight as he works. Additional supplies that will add possibilities for creativity might be:

washers	corks	spools
tacks	rope	string
bottle caps	discs	paint
glue		

The children may want you to offer ideas for their work. Your suggestions may or may not be used. These special projects may give you some ideas:

1. Forms of transportation - -buses, trains, cars, planes, boats, fire engines, police cars.

2. Buildings- -towers, house, school, store, fire station, state capitol.

3. Paper straws, yarn and additional supplies may allow child to create robots, people and animals.

4. A collage can be made by nailing or gluing suppies such as corks, spools in addition to wood.

5. Some children may be interested in cutting a series of boards and labeling them long, longer, longest. They may enjoy having you label boards with numbers so they can pound the appropriate number of nails.

Not all children are ready for this activity. You may need to remove children who do not display appropriate behavior. The woodworking area requires continous supervision to avoid placing any child in danger of hurting self or others. You will be teaching safe work techniques - -

-- How to hold nails while pounding
-- How to hold wood while sawing
-- Placement of head out of line with hammering

The observations you make and write down about the children will be helpful in future planning.

-- John has trouble hitting the nails. (eye-hand coordination)
-- Jeff offered his hammer to Steve, (sharing)
-- Susie helped Jane pound wheels on her car.

HINT: Work the child takes home is given to the van driver to be returned at destination. This prevents accidents.

Meal Time

MEALTIME

At least one meal and a snack will be served in our Head Start rooms. Mealtime can be such a valuable learning experience that we no longer send children to cafeteria tables to eat by themselves. This is our chance not only to give the child a nutritional meal, but also to:

- -- Help each child learn good food and health habits.
- -- Practice appropriate table manners.
- -- Participate in small group conversations

How can you help? Let's say the children have just finished self-selection and the room is clean - what next? We know that children eat better when they are relaxed. Before lunch is a good time to sit on the rug and listen to restful music, look at books or listen to stories and poems or work puzzles.

It is now time to get ready to eat. The children will be asked to use the restrooms and wash their hands. This is an opportunity to reinforce good hygiene. How do you start? The object is to use the bathroom first and then wash hands. You'll need to be watchful and remind the children of this order. "I already washed, teacher!", may need a short explanation that we have to wash everytime we use the bathroom. Did you hear the toilet flush? Did Susie use soap to wash? The towels need to be placed in the waste basket. If Johnny is playing in the water, you may need to hurry him along, and then remember to plan water play for him tomorrow. If you are in a situation where the children need to wait together before returning to the room, you can keep them from being restless by singing songs or doing fingerplays.

Our hands are clean but the table is not set. Head Starters do an excellent job of setting the table if they get some practice. They may each set their own places or you may have special helpers each day to set all tables. Either way the jobs need to be broken down into parts that children can handle.

> Example: John passes out the plates while Sue sets the silverware around. We have found that placement and name cards are helpful to the child in defining a space for each setting.

They will first need to wash all tables with a sanitizing solution. Having helped to set the table is a very satisfying job for the children, especially if you comment on what nice jobs they did. They've also had practice in counting the right number of settings, judging space relationships, and observing what is missing from a place setting.

Are hands washed and table set? Time to begin passing the food at each table. Remembering that four-year-olds are great imitators is important. If the adult takes the first serving, the children will follow suit on the size of the serving and whether they need to leave enough for others. Your attitude towards the food will also be imitated. If you're enthusiastic about trying all foods, they will be more willing to do so. If you are fussy or make comments about not liking the foods, they will copy your attitude. You will watch carefully so that the children do not lick the serving spoon or use their hands to push food off the spoon. When this occurs, ask them to get a clean serving spoon for the table.

We encourage all children to try new foods and to clean their plate. This means only to encourage. All of us have days when we don't feel like eating. You'll have better eaters when you praise those who clean their plates and try new foods, and ignore those who don't. Food is not used as a reward or punishment for behavior.

You will also be modeling table manners so practice up on :

- -- Using "please" and "thank you".
- -- Waiting to eat until all are served at your table.
- -- Proper use of a napkin.
- -- Staying at the table until everyone is done eating.
- -- Not talking with a full mouth.

As the children at your table are eating, encourage conversation. Shy Joan may speak out during small table conversation for the first time. As you make plans for the day you will need to think of topics of conversation.

- -- What they did this morning.
- -- Their families and activities at home.
- -- Discuss story, film or record you listened to on rug.
- -- Discuss a trip you have taken.
- -- Discuss the color, shape, smell, texture of the food.
- -- Where the food comes from, how it grows, how they have eaten it before.
- -- How today's meal meets the basic four food plan.

You may need to start the conversation but be a good listener so you can pick up on their interests.

Mealtime is a good time to observe and record special needs or interests of the children at your table to be shared with the teacher at planning time.

"Mark and Steve cause disruptive behavior when seated together.
John is interested in how corn grows.
Troy is going fishing this weekend.
Judy appears to have trouble hearing our conversations.
Michele needs assistance in pouring liquids."

Mealtime is over and it is time to clean up. The children can clear their own plates and put dirty dishes, napkins and silver in proper places. They can wash the tables and sweep the floor. They thrive on responsibilities. You will need to break the clean-up jobs into parts they can handle.

After eating, we brush our teeth. If you brush your teeth the children will see that this is indeed an important part of their health care. You need to watch that each child uses his own brush, and that they do not scrub walls, etc., with the brushes. Brushes misused need to be sanitized or replaced. Notice whether the children are brushing effectively. A comment about how clean their teeth are will bring a smile to their faces.

CHECKLIST FOR MEALTIME

DO YOU KNOW?

1. The exact procedure for bathrooming and toothbrushing?
2. Exact time and place to pick up food and to return cart?
3. Where extra supplies like napkins, cups, soap, are stored?
4. Expectations for children at table, such as sitting at the table or how many servings may they have.
5. What to do about misbehavior at mealtime.
6. Clean-up procedures. What specific jobs are the children to do? What specific jobs are you to do?
7. The placement of children at tables and which tables you are responsible for?
8. How is food to be served? Fruit served whole or quartered? Hamburgers served whole or cut in half?
9. Today's plans for quiet time before mealtime? Conversing at the table?
10. Today's menu and what serving supplies you will need? Remember to serve cold foods first leaving hot foods covered until time to eat.
11. If you are required to have a food handler's permit before serving food?

Cooking Experiences

COOKING EXPERIENCE

A well planned cooking project is an activity children greatly enjoy and one that is important work for them. It is a concrete experience that should be included at least once a week. This is a time in which they can act out adult roles and can take pride in their finished roles; a time in which important learnings take place:

- -- Planning a project and seeking ideas from books.
- -- Learning to work with other children and adults.
- -- Following verbal and written directions.
- -- Gaining new words and added meanings to familiar words.
- -- Reinforcing cleanliness and safety habits.
- -- Learning about numbers and measurements.
- -- Learning or being aware of time.
- -- Observing changes that take place as ingredients are added or subjected to hot or cold.
- -- Remembering sequence of work.

We may plan nutritious cooking experiences that reinforce or extend learnings that took place in other activities. Perhaps your room has visited an apple orchard. What can we do with the apples we picked? Shall we make applesauce? It is a cooking experience with simple tasks that the children can experience success.

How can we make this a well-planned, enjoyable experience? Let's take a recipe and plan together. After selecting a recipe, you will want to try the recipe alone first to become familiar with it. Is it a good recipe?

3 apples
wash the apples

cut apples
put in saucepan

add just a little water
add 3 T. sugar

add ½ cup cinnamon candy
cook

strain
eat

A. How many steps of preparation are involved?

1. Select and count apples.
2. Wash apples
3. Cut apples into quarters.
4. Put them in a saucepan.
5. Add water.
6. Add sugar and perhaps cinnamon candy.
7. Cook the apples.
8. Strain the apples.

B. How many of the above steps will the children be able to do? Which steps will you have to do?

The children should be able, with guidance, to do all the steps.

C. Do we let four-year-olds use a knife?

They can learn to use a knife in a safe way. They need close supervision, which may mean that only one can cut at a time. You will use a cutting board and teach them to cut away from themselves. Watch out for those fingers.

D. Can you think of other health and safety facts that you will want to stress?

Right! The cooking involves heat which requires discussing and supervision. By washing hands before cooking and washing the fruit, you work on sanitation.

E. What equipment will you need? You will want it all collected before you start preparation.

1. Pan in which to wash the apples.
2. Cutting Board.
3. Sharp knife - safer than dull ones.
4. Saucepan and source of heat.
5. Strainer.
6. Measuring spoons.
7. Spoon for stirring and serving.
8. Serving dishes and silver.

F. What supplies do you need? Are they available at your building? If you need to shop, what specific records do you keep in order to get your money back?

1. Apples - from trip.
2. Sugar - if in a sack the children will be able to see it is purchased. If not, bring enough so that they can do the measuring.
3. Cinnamon candy.

G. When will you start preparation and when will the children get to taste the finished product?

If the time of eating is discussed with the children before cooking, they will be more relaxed during preparation.

H. What specific goals are you planning to incorporate in this cooking experience? You may not get all of the goals covered or the children may add learnings to your list.

- -- Introduce and gain meaning of words. Parts of the apple: skin, seed, stem, core. Action words: cut, strain, slice, quarter, boil.
- -- Observe physical changes in taste, texture and color in the apples as they cook.
- -- Recall sequence of trip and recipe.
- -- Work with numbers and measurements.
- -- Follow written directions.
- -- Practice health and safety rules.

I. Where can the children help clean up? They should be able to take care of their own spills and dirty dishes.

J. What else can you do with apples as a follow-up?

- -- Compare taste of various types of apples - yellow, red winesap.
- -- Compare and sort apples according to color, size and shape.
- -- Discover various ways of cutting apples. (crosswise, quarter)
- -- Discuss parts of the apple.
- -- Plant the seeds or compare the seeds to other fruits and vegetables.
- -- Make carmeled or candied apples.
- -- Make apple jelly, baked apples, apple crisp, etc.
- -- Taste apple juice or dried apples.
- -- Bob for apples in water play.
- -- Use apple theme in art center. (apple prints, flannel board, playdough apples)
- -- Write a story about your trip.

COOKING EXPERIENCE CHECK LIST

1. What specific goals are you trying to reach through this experience?
2. Are you familiar with the recipe?
3. Is the recipe written up in such a way that the children can help read it?
4. What are the steps involved in preparation?
5. Which steps can the children do? Which steps will you need to do?
6. Do you have all the equipment and supplies that you need?
7. What part of the day will preparation take place?
8. What health and safety practices will you work on?
9. Where and how will the children clean up after the cooking experience?
10. When and how will you serve the finished product?
11. What follow-up will you plan for the cooking experience?

COOK AND TASTE EXPERIENCES

JUICES

Carrot
Orange
Apple, Apple Cider
Tomato
Peach Nectar
Pear
Grape
Pineapple
Prune
Grapefruit
Orange-Grapefruit
Etc.

FRUITS - prepare raw in salads, fondue, bake in with other foods, broil.

Bananas - sliced, stripped
Oranges - quartered, sliced with brown sugar
Strawberries - fresh (with milk)
Cherries - fresh, canned
Plums
Blackberries
Cantaloupe - sliced, cubes, balls
Watermelon - sliced, cubed, balls
Honey Dew
Applesauce
Peaches
Pears
Grapes - small cluster
Pineapple - fresh (on toothpick), canned
Dried Fruit
Raisins
Apricots
Apple
Prunes
Grapefruit
Fruit Cocktail Cup - fresh, canned
Figs
Dates
Currants
Coconut
Assorted Fruit Plate
Variety of fresh fruit cut in various shapes, and served on large platter, etc.

(All fruits should be dried, canned or fresh. Cut in various shapes - when possible and in season take children to pick their own fruit.)

OTHER DRINKS

Chocolate Milk
Bouillon Cubes
Milk Shakes
Jello to drink
Lemonade
Great Shakes
Eggnog
Orangeade

VEGETABLES - Prepare raw in salad, cooked, prepared with other foods.

Celery sticks (with cheese, peanut butter)
Raw potato - cubes, sliced
Raw turnip - cubes, sliced
Cauliflower - sections
Carrots - sticks, sliced, curls
Corn - on cob
Cucumbers - sticks, sliced, curls
Beets - sliced, quartered, pickled
Cabbage - quartered
Pepper (green) - strips
Tomatoes - sliced, quartered (cherry)
Peas
Squash
Broccoli
Artichokes
Brussels Sprouts
Parsnips
Eggplant
Zucchini
Green Beans
Olives, green, ripe stuffed
Radishes, whole, sliced, flowered
Lettuce
Rutabagas
Rhubarb - raw, sauce, pie

MEATS

Cold cuts - cut in various shapes
Finger meats
Beef jerky
Chicken - cubes, salad
Canned meats
Bacon
Weiners - sliced, sticks
Vienna Sausages - all meats can be served on toothpicks, in various shapes on breads, with catsup and mustard.
Fish - watch for bones

SNACKS

Bread and crackers
Whole wheat bread - butter or honey
Raisin bread - butter
Toast - strips, cinnamon, various breads
Various kinds of toast - French, Cinnamon,etc.
Blueberry Muffins
Biscuits - cut in different shapes
Homemade bread
Rye bread
Small sandwich - quarter, various shapes
Banana Bread
Muffins
Waffles - pancakes
Graham crackers - powdered sugar, milk, butter
Ritz crackers with cottage cheese
Animal crackers
Small rolls or tarts
Crackers with Dip Mixes
(The above served with various spreads, jellies, in various shapes, some of the jellies could have been made by the children in school, assorted breads and crackers on a large platter.)

OTHERS

Jello
Cheese crispies
Cheese-assorted kinds, strips
Alphabet mixtures
Cookies- in various shapes, and children could help make them
Cake - layered, cupcakes
Marshmallows - miniature, large, colored, plain, roasted
Popsicles
Puddings
Eggs, hard boiled, deviled
Fondue
Ice Cream cones - Ice cream bars
Small banana splits
Pomegranate
Cottage cheese
Peanut butter
Homemade candy - 1 cup peanut butter, 1 cup honey or jelly, powdered milk, just enough to enable the children to roll in hands
Chili

Active Play

ACTIVE PLAY

Active play, whether it takes place inside or outside the building, enables children to:

- -- Practice social interaction as they take part in group activities.
- -- Develop muscular fitness.
- -- Develop self confidence as they gain body awareness and coordination.
- -- Develop large muscle skills necessary for successful academic learning.
- -- Gain skill in following a series of directions in a given order.
- -- Improve their sense of balance.
- -- Relate movement to space and other people.

Active play is indeed a valuable time of the day. Valuable enough that most 4 hour programs include two half-hour periods of active play each day. This is not a break time or a time for adult visiting. You have much to contribute to the learning that takes place and the child's safety.

Since this is an active time for the childen, it is also a time during which accidents are more likely to occur. Each day one adult should have the major responsibility for the safety of the children. You will remind children of the safety rules established for this play area, such as, "We do not throw sand." You will be alert to play situations that might endanger a child and take steps to redirect the play. By limiting the area of play, you will be better able to supervise the children. When crossing a street to reach a play area, an adult in the front of the group can make certain all children stop and look for cars. An adult at the back, will be able to help keep the children together and be sure that each child is safely across the street.

Some accidents may occur even though safety precautions have been taken. Find out what procedure you are to follow in emergencies. Your first-aid training will help you decide whether the child should be moved or not. You are responsible for taking a child to the nurse, explain what happened, give the child's name and then return to the group.

Some days your responsibility with active play will be to interact with the children. You will be alert to safety precautions and have more of an opportunity to give individual attention to each child. You will listen to their ideas, help extend the activities they have started, or introduce new ideas or equipment:

1. Waterplay - paint sidewalks or building, blow bubbles, use sprinkler cans or spray bottles, sail boats.
2. Snow - shovel snow, sledding (cardboard squares work well), build snowmen, make angels in the snow, throw snowballs at a target.
3. Cooking - roast weiners or marshmallows, eat snack.
4. Observe animals - squirrels collecting nuts, birds making nest, toads, rabbits, ground squirrels, worms, bugs.
5. Observe plants - plant seeds, seasonal changes in leaves, collect various leaves, look for new plant growth, look for budding branches, look for seeds on grass and trees, rake leaves.

6. Observe surroundings through binoculars or magnifying glass.
7. Tape record outside noises or your outside singing activities.
8. Collect - bugs, seeds, rocks, leaves, soil that can be later identified through reference books.
9. Make and fly kites, pinwheels and paper planes. Also, fly balloons and helicopters.
10. Sports - touch football, baseball, basketball, kickball.
11. Shadows - trace with chalk, play shadow tag.
12. Sand - pour, build roads, castles, houses, prepare food as cakes or cookies, experiment by adding water, use equipment such as spoons, shovels, cans, cups, cars, trucks, funnels.
13. Group games - London bridges, follow the leader, duck-duck goose, drop the bean bag.
14. Take inside equipment outside - playdough on oilcloth at picnic table, books to be read on blanket, paints and easel, colors, chalk and paper to work on at picnic table, dolls to take for walks, trucks and cars.
15. Ropes - jumping over, crawl under, walk between, jump across, walk across.
16. Relays or races - jump, roll, leap, slide, run, hop, gallop, skip, march, tiptoe.
17. Pretend to move like - cat, bird, gorilla, turtle, elephant, duck, snake, rabbit, lawn sprinkler, airplane.
18. Equipment - balance beam, climbing bars, mats, balls, ropes, inner tubes, tires, hoola hoops, empty boxes.
19. Riding toys - gas station, garage, car wash.

At the end of active play, you will count again to be sure all children are together. Have children clean up by gathering equipment, clothing and throwing away litter. If you have been in a sand area, take time to dump sand out of shoes before returning to room.

Field Trips

FIELD TRIPS

Field trips provide children with concrete experiences that:

- -- Add new words to their vocabulary.
- -- Give an opportunity to relate their experiences through accurate recall organization of thought.
- -- Give ideas they can incorporate in their block building, art, dramatic play and games.
- -- Require use of observational skills involving all their senses.
- -- Encourage practice of social skills outside of the classroom.
- -- Add to their self-confidence and feelings of security as they gain skills in meeting new experiences.
- -- Extend awareness of their environment.

Successful field trips require detailed planning in preparation for the trip and effective follow-up activities. Include the children in this planning as much as possible.

The children need to be told about the place they are to visit. By using books, pamphlets, pictures, or post cards, they will gain some idea of what they may expect to see. This will also give you an opportunity to talk about safety precautions needed on the trip. Perhaps you will be near a lot of traffic or around equipment that is dangerous. Some trips will involve loud noises or heights that might frighten an unprepared child.

A brief discussion about how they are to conduct themselves is also necessary. Basic rules the children can help set up:

1. They are to stay with the group.
2. They are to follow the teacher.
3. They are to be good listeners and use soft voices.
4. They are to walk.
5. They need to know whether or not they may handle items on the trip.

It is a good idea to also have a clear understanding as to whether money will be spent to make purchases on the trip. On some trips, the establishments furnish a small treat for the children. If this is left as a surprise, you will not be embarrassed by begging during the trip.

Your planning will include provisions for a child's safety and supervision. Consider children who might be frightened by the experience or may need extra supervision. A trip requires <u>at least</u> 1 adult for every 4-5 children in order to provide adequate supervision. You will count frequently to be sure all children are together. It is a good idea to take an emergency kit along which includes tissue, band-aids, pins, extra pants, and a dime for the phone in case of an emergency. You will be better able to remind the children to sit down on the van if one adult is seated near the front and one near the back.

Adults also are valuable in explaining or answering a child's questions. A letter sent to parents prior to the trip is one way of inviting them to participate. It can include some ideas for follow-up activities that they can do at home. Parents and other adults that go along deserve preparations for the trip so they will know how to contribute.

As you plan for the trip, become familiar with the basic learning this trip will hopefully provide. Consider new words and meanings that you will be able to add to a child's vocabulary. Give your ideas on how the learning, from your trip, can be reinforced by relating them to games, dramatic play, music, fingerplays, stories, art, or block building. You can help the children reconstruct their trip by writing a story and including any pictures taken on the trip.

The children should help write a thank-you note to each place you visit.

Rug Time

RUG TIME

Although a very small part of our day is spent in a total group situation, there are times the children will meet together on the rug. This time is used to include the children in planning for the next day, evaluating today's activities, and for sharing stories, fingerplays and songs. It also provides children a chance to take part in large group conversations and to practice listening skills.

You will sit on the rug with the group. Your consideration of others, as you listen while they speak, will be imitated by the children. Children who have trouble sitting attend better if they can be close to you or on your lap.

One of the pleasures of rug time is having a good book read. Stories expand a child's vocabulary, interests and listening skills. Finding books a source of enjoyment and information develops a desire to learn to read. When choosing a book to read to the children, you consider their interests. Four-year-olds especially like short stories about animals, other children, machines, and those offering information about the world around them. They are old enough to understand some fantasy in the plot. The meaning of the story is lost if the words are too hard, the plot too complicated or removed from their own experiences. Above all else, it has to be a book that you enjoy and feel comfortable reading.

The more familiar you are with a book the easier it is to communicate the "feeling" of the story and to add appropriate expressions and gestures. You will be able to make more eye contact with the children by not having to read word for word. This allows you to watch their responses. Restlessness may indicate their disinterest giving you a clue to quickly end the story.

As you read the story to the children, these hints will help hold their attention:

1. Arrange the children around you, having them sit with their legs folded in front, so all can see the book.
2. You will be more relaxed if you are seated in a comfortable position.
3. Plan a brief introduction which attracts their attention and gives an idea of what the story is about. Do not start until you have their attention.
4. Read in a voice that all can hear.
5. Hold the book so the illustrations are visible. A pause in the story allows the children to get a closer look at the pictures.

FAVORITE STORIES OF HEAD START CHILDREN

AUTHOR	TITLE OF BOOK
Alexander, Anne	Noise in the Night
Anderson Hans C.	The Ugly Ducklings
Asbjornsen, Peter	3 Billy Goats Gruff
Bell, Gina	Who Wants Willie Wells?
Baily, Carolyn	The Little Rabbit that Wished for Red Wings
Berenstein, Stan & Jan	The Bears' Christmas The Bears' Picnic The Big Honey Hunt
Burton, Virginia	Mike Milligan and His Steam Shovel
Daugherty, James	Andy and the Lion
de Regnier, Beatric	How Jo the Bear and Sam the Mouse Got Together
DuBois, William P.	3 Little Pigs
Eastman, P.D.	Are you my Mother?
Flack, Marjorie	Angus and the Ducks
Fleishman, Seymour	Gus was a Friendly Ghost
Gaeddert, Lou Ann	Noisy Nancy Norris
Gibson, Myra	What Is Your Favorite Thing to Touch?
Graham, Margaret	Be Nice to Spiders
Green, Mary McBurney	Everybody Has a House and Everybody Eats
Gurney, Nancy & Eric	The King, the Mice, and the Cheese
Heilbroner, Joan	Robert the Rose Horse
Hoberman, Mary Ann	Not Enough Beds for the Babies
Hornblow, Arthur	Birds do the Strangest Things Fish do the Strangest Things Reptiles do the Strangest Things Animals do the Strangest Things Insects do the Strangest Things
Johnson, Crockett	Harold and the Purple Crayon

AUTHOR	TITLE OF BOOK
Keats, Ezra	Snowy Day
	Goggles
	Whistle for Willie
Krasilovsky, Phyllis	The Very Little Girl
	The Man Who Didn't Wash His Dishes
LeSieg, Theo	I Wish I Had Duck Feet
Lopshire, Robert	Put Me in the Zoo
Morton, Lois	Pickles Don't Grow on Trees
Nursery Tales	The Story of the Three Bears
Nursery Tales	The Three Pigs
Piper, Walter	Little Engine That Could
Sendak, Maurice	Where the Wild Things Are
Seuss, Dr.	The Cat in the Hat
	If I Ran the Zoo
Slobodking, Esphyr	Caps for Sale
Thayer, Jane	Where's Andy?
Tresselt, Alvin	White Snow, Bright Snow
Vreeken, E.	The Boy Who Wouldn't Say His Name
Waber, Bernard	Lyle, Lyle, Crocodile
Zion, Gene	Harry the Dirty Dog

FINGER PLAYS

There was a little turtle
He lived in a box
He swam in a puddle
He climbed on the rocks
He snapped at a mosquito
He snapped at a flea
He snapped at a minnow
He snapped at me!
He caught the mosquito
He caught the flea
He caught the minnow
But he didn't catch me!

My thumbs are starting to wiggle
My thumbs are starting to wiggle
My thumbs are starting to wiggle
Around..around..around
(change: My hands, finger, head,.body)

Let everyone laugh like me
Let everyone laugh like me
Come on and join in the fun
Let everyone laugh like me
(Let everyne jump, clap, sneeze, bend)

Five little monkeys jumping on the bed
One fell off and broke his head
Momma called the Doctor and
The Doctor said,
"No more monkeys jumping on the bed!"
(Continue four, three, two, one)

Spider, spider
Spin your web
Catching insects
In your thread
How many insects
Can you catch?
One, two, three . . . . .
(One child chooses numeral - the rest count
and clap that many times.)

The Apple Tree
Away up high in an apple tree
Two red apples smiled at me
I shook that tree as hard as I could
Down came those apples
Mmmmmmm, were they good!

Seeds
Dig a little hole
Plant a little seed
Pour a little water
Pull a little weed

Touch Your Nose - Louise Binder Scott
Touch your nose,
Touch your chin;
That's the way this game begins.
Touch your knees,
Touch your eyes;
Now pretend you're going to sneeze.
Touch your hair,
Touch one ear;
Touch your two red lips right here.
Touch your elbows
Where they bend;
That's the way this touch game ends.

Fun with Hands - Louise Binder Scott
Roll, roll, roll your hands as slowly as can be;
Roll, roll, roll your hands;
Do it now with me.
Roll, roll, roll your hands as fast as fast can be;
Roll, roll, roll your hands,
Do it now with me.
(Continue this action rhyme by:
Clap, clap, clap your hands.
Shake, shake, shake your hands.
Stamp, stamp, stamp your feet.)

Ten Little Fingers - Original
I have ten little fingers and they all belong to me!
I can make them do things,
Would you like to see?
I can shut them up tight
Or open them wide,
I can hold them in front
Or make them all hide'
I can hold them up high,
I can put them down low;
I can hide them in back
Then hold them just so!

Fingerplays. . .
songs for little fingers.
by Mary Miller & Paul Zajan

Everybody Do This
Everybody do this, do this, do this,
Everybody do this, just like me!
(Child makes motion and repeats rhyme.)

A Little Ball
A little ball,
A bigger ball,
A great big ball I see!
Now let us count the balls: 1-2-3!

Windshield Wiper
I'm a windshield wiper
This is how I go
Back and forth, back and forth
In the rain and snow.

Here is the Bee-Hive
Here is the bee-hive.
Where are the bees?
Hiding away where nobody sees.
Watch them come creeping out of their hive.
1 and 2 and 3 - 4 - 5!

Fingerplays songs for little fingers by Mary Miller & Paul Zajan, G. Schirner, New York, MCMLV

Little Green Worms
I like to watch a little green worm.
He moves with such a funny squirm.
He stretches thin and long, and then---
Gets quite short and fat again.